



VIEWBANK  
COLLEGE

# Enhanced Acceleration Handbook



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## POLICY

The College Council is of the belief that gifted and talented students can best be catered for in a comprehensive program of enrichment and extension activities. Viewbank College strives to cater for all students by providing a broad range of learning and co-curricular opportunities and actively fosters the efforts of each child to reach his/her potential.

The College does recognise that there are students who have special gifts and talents that require enhancement, extension and acceleration. Gifted and talented students are to be exposed to challenging, enrichment and extension activities within regular classes.

In addition, an Enhanced/Acceleration Class has been established to cater for those very able students who have been assessed and have demonstrated enthusiasm and interest in their learning. Specifically those students in the Enhanced/Acceleration Class will undertake an accelerated curriculum. The curriculum design and delivery will ensure enhanced acceleration to give students depth and breadth.

## PREAMBLE

The policy recognises that it is difficult to isolate a single definition of giftedness that encompasses the broad spectrum of human endeavours.

Recent research affirms that gifted and talented students are those who demonstrate high achievement and/or potential in one or more of the following areas:

- General intellectual ability
- Specific academic aptitude
- Creative and productive thinking
- Leadership ability
- Visual and performing arts
- Psychomotor ability

The policy acknowledges that:

- there are varying degrees of giftedness
- gifted students have particular learning requirements and need to be nurtured to ensure their potential is fully developed (Bright Futures 1995).

## RATIONALE

The College views student learning as a developmental process and asserts that the school environment can have a crucial influence on:

- all students helping them to develop their ability to the point where they can approach their potential
- those students who have high natural ability and who achieve at an outstanding level of performance
- other students who, with less ability but with other qualities, training and persistence, may also achieve at an outstanding level of performance.

As such, while gifted and talented students have special needs, their learning must be viewed from the perspective of a total school approach.

## GUIDING PRINCIPLES

In creating a learning environment suitable for all students, including the gifted and talented students, the College must focus on the following areas:

1. Identification of gifted and talented students.
2. Provision of appropriate and challenging programs to meet students' needs.
3. Development of positive student attitudes and values.
4. Development of key competencies.
5. Extension, enrichment and acceleration of students.
6. Provision for a number of Year 10 students to access particular VCE Units 1 & 2 subjects and VET/VCE and for a number of Year 11 students to access particular VCE Units 3 & 4 subjects.
7. Development of strategies appropriate to extending the enabling skills of students including:
  - cognitive skills
  - decision making
  - problem solving
  - critical thinking
  - creative thinking
  - enquiry based learning

In essence the College adopts a “whole School” approach based on the belief that students who possess multiple abilities need to be constantly challenged and extended in the regular classroom every day of the week.

It is recognised that student learning will also be enhanced by the development of the following attitudes and values:

- self-awareness
- self esteem and self confidence
- acceptance of one’s own ability
- setting realistic goals
- accepting responsibility for one’s own learning
- motivation
- moral strength
- sensitivity to the needs of others (empathy)
- co-operation in group activities
- conflict resolution techniques

Consideration of recommendations for Year Level acceleration (other than at Year 7) will occur when particular children can be identified who are clearly a number of years ahead of their age peers academically and possess the social and emotional maturity associated with acceleration.

The protocol to be observed must include compiling all student results including NAPLAN and assessment tasks, parent contact, student counselling and teacher recommendations. The initiative in such cases would usually come from the Assistant Principal and Year Level Wellbeing Leaders.

## ENHANCED/ACCELERATION CLASS

The Enhanced/Acceleration Program at Viewbank College is designed to offer gifted students the opportunity to work in a challenging and stimulating environment with students of similar ability. The team of teachers delivering this program endeavour to create learning situations that will allow the students to achieve to their maximum potential. These teachers share their lesson ideas with our other teachers so that all classes at the level benefit.

Enhanced/Acceleration courses have been developed for Years 7 to 9. While the Enhanced/Acceleration Program is a special initiative, all students at Viewbank College are offered a range of extension activities.

### *Selection and Organisation*

Students who are enrolled at Viewbank College for Year 7 and would like to be considered for the Enhanced Accelerated program will need to apply and sit three short tests, consisting of a Numeracy, Literacy and a General Reasoning to create a class of up to 26. This testing day is run on a Saturday morning in October each year. Students may be interviewed.

Parents will receive a letter advising whether their child has been offered a place in this class. The testing is purely for Viewbank College to place students into the Enhanced/Acceleration Program. Placement into the program is Viewbank College's decision and no discussion regarding placement will be entered into. The performance of individual students will not be discussed with parents.

### *Curriculum*

Students accepted into the Enhanced/Acceleration Class will undertake in Year 7 a compacted curriculum consisting of Year 7 and 8 courses in core subjects with the accent on enhancement and acceleration. In Year 8 they will undertake Year 8 & 9 coursework. In Year 9 they will complete Year 9 and 10 coursework with Year 9 electives. In Year 10 in their coursework they will study Year 12 Enhanced English and will be offered a range of Unit 1 & 2 subjects as well as Year 10 electives. Students will learn through traditional methods as well as being further challenged in independent research, enquiry based learning, group and collaborative learning projects.

### *Strategies*

Motivated, able and often innovative students need enhancement and acceleration opportunities and particularly benefit from a range of strategies, designed to encourage them to take on responsibility for their learning.

- Students should be challenged by both individual and collaborative learning projects.
- Students should have the opportunity to draw connections by exposure to integrated studies.
- Students should extend their powers of reasoning and logic by critical thinking activities.
- Students should have the opportunity to negotiate activities.
- Students should have the opportunity in all classes to participate in enquiry based learning.
- Students should enjoy a range of thinking activities including classifying, hypothesising, inferring, evaluating, generalising, estimating, speculating, analysing, and comparing.

## THE ARTS PROGRAM

### *Instrumental Music*

All students are offered the opportunity to learn a musical instrument in school time on a class withdrawal basis. Lessons are given by itinerant teachers who specialise in the various instruments. Instrumental music is offered in - brass, woodwind, percussion, strings, voice and guitar. Instrumental music students are expected to join at least one ensemble or band and to attend out of school hours practice.

### *Bands and Ensembles*

The College has four concert bands, two jazz ensembles, two string ensembles, 2 choirs and various small ensembles. These bands and ensembles practise before and after school and perform at College functions, musical festivals, competitions and community functions.

### *Choirs*

The College has two singing teachers offering both classical and contemporary lessons and two choirs. All voice students make up the main choir. There is also an auditioned chamber choir.

### *Music Camp*

This camp is held each year for some levels across the school. Students are given an intense music program of lessons, tutorials, practice sessions and performing in the presence of their peers.

### *College Production*

This annual event gives many of the music students and the drama students the opportunity to perform together over several nights. It also allows other students the opportunity to be involved in back of stage, technical support and make-up. The musicals are always very challenging for the students and excellent entertainment for the school community. The past productions have been as follows:-

1994	Man of La Mancha	2006	Annie
1995	Sweeney Todd	2007	Crazy for You
1996	The Son of Phantom	2008	Grimm Tales
1997	The Pirates of Penzance	2009	Oliver!
1998	Annie Get Your Gun	2010	Hot Mikado!
1999	Bye Bye Birdie	2011	Oklahoma!
2000	A Mid Summer Night's Dream	2012	Hello Dolly
2001	Lola Montez	2013	How to Succeed in Business
2002	The Scarlet Pimpernel	2014	Hairspray
2003	Guys and Dolls	2015	The Producers
2004	Little Shop of Horrors	2016	The Addams Family
2005	Anything Goes		



### *Drama Productions*

Drama students in Years 9 to 12 prepare and present year level drama productions in the Banyule Theatre as part of their studies.

### *Junior School Production*

Students in Year 7, 8 & 9 can audition for places in the Junior Production which takes place in term 4. Students in those levels can also have a role as technicians or backstage assistants.

### *Visual Arts/Technology Exhibition*

A Visual Arts/Technology Exhibition is held every second year in Term 4. The Exhibition encourages participation of all students in both the exhibiting of their own work and in the presentation of exhibits. This event has always enjoyed a positive response from the College community and has served to promote the study of Visual Arts and Technology.

## ENGLISH PROGRAMS

### *Cultural Enrichment*

All students in each year level attend at least one program per year. The aim is to offer a variety of cultural experiences to all students. Some programs such as a Shakespearian play, relate to the English course of study, while others focus on issues such as body image, peer group pressure and media influence.

### *Public Speaking*

All students participate in the Public Speaking Program in their English classes. Two students are selected from each form to participate in year level competitions. Three judges (teachers) adjudicate and prizes are awarded to the first, second and third placegetter. Topics and duration of speeches vary from level to level.

### *Debating*

The College enters teams each year in the Debaters Association of Victoria (DAV) Schools Competition. The competition is arranged in four grades - D Grade (Year 9), C Grade (Year 10), B Grade (Year 11) and A Grade (Year 12), and each team debates five times against other schools. The debates are held at night and the debaters are expected to prepare their debates in their own time and arrange their own transport to the venue. Each year, one Year 12 student is elected to the position of College Debating Captain and one Year 9 student is elected as the Middle Years Debating Captain. There is also a Middle School (Years 7 & 8) debating program, where instruction is given to fledgling debaters, followed by participation in four debates. A staff/student debate is a fun activity run each year to highlight the challenge and fun of debating.

### *College Magazine*

A comprehensive College magazine, "Phoenix", is published at the end of each year. The magazine highlights and celebrates student work and student performance from the year. It is produced and published by a coordinating teacher.

### *Excursions*

Excursions are curriculum directed, and vary from year to year.

### *Write-a-Book-in-a-Day Competition*

This competition is run by the Katherine Susannah Prichard Foundation & Writers Centre. Students in the Year 8 Enhanced Accelerated Class are given the opportunity to participate in this wonderful, fun team building and writing experience. Teams of 5-10 students are emailed a random setting, two human characters, a non-human character, an issue and five random words at 8.00am and the final product must be completed by 8.00pm on the same day. A panel judge the completed work that must be completed in 12 hours, achieve the minimum word count, and is based in the requirements sent to teams at the start of the day. The competition supports the Royal Children's Hospital Foundation.

## HEALTH & PHYSICAL EDUCATION PROGRAMS

### *Intra College Sport*

Whole College Swimming and Athletic carnivals are held in Term 1 on a house competition basis. (The houses are - Hydra, Ignis, Stella and Terra).

### *Inter School Sport*

The College competes against other local secondary colleges in swimming, athletics and cross country in major sporting competitions. Winners progress to Region and State finals. Round Robin competitions for a range of summer and winter sports involve Viewbank College with a number of local secondary colleges. Winners progress to Region and State Finals. Each team is coached by a staff member who volunteers for the position.

### *Self Defence Course*

Year 8 students are offered this course within their Physical Education classes. The course runs for three weeks and is taken by qualified visiting instructors. Students receive a certificate at the end of the course if they pass a practical and a theory test.

### *CPR – The Key to Survival Course*

Year 9 Health Education students are offered this accredited program which meets the requirements of the Royal Life Saving Society Australian course in lifesaving. Qualified instructors teach the necessary skills for the Resuscitation Award.

## LANGUAGES OTHER THAN ENGLISH PROGRAM (LOTE)

### *LOTE Theatre*

All Senior LOTE students are encouraged to participate in this performance of plays, sketches, poems and songs presented before an audience of parents, friends, teachers and fellow students.

### *Overseas Exchange Programs*

A number of students regularly participate in:

1. German Exchange Program
2. Sister School Japanese Exchange

These exchanges generally operate on an annual or biannual rotation. Students participate in a variety of other overseas exchange programs from time to time including the G'Day USA Program.

### *Australian Language Certificate*

This Australia wide competition is conducted by the ACER and involves examinations in listening and reading comprehension. We take the examinations in both German and Japanese. Students receive a certificate indicating their level of achievement.

## MATHEMATICS PROGRAMS

### *Australian Mathematics Competition*

Mathematics students throughout the College are given the opportunity to participate in the Mathematics Competition. The Competition takes the form of a 1¼ hour multiple choice test held on the first Tuesday in August. The three divisions of the Competition are Junior (Years 7 & 8), Intermediate (Years 9 & 10) and Senior (Years 11 & 12). The awards of credit, distinction, high distinction and prizes are given to students according to their results. The Competition encourages excellence and hard work in Mathematics.

### *MAV Maths Talent Quest Competition*

It is organised by the Student Activities Committee of the Mathematical Association of Victoria (MAV) and is open to all secondary students in Victoria. The MTQ aims to promote interest in mathematics. The focus is on the process of mathematical investigations, whilst looking at real life situations and finding that mathematics is everywhere. It allows students to investigate mathematics on an individual/group/class basis. Students will have allocated class time to work on these investigations during term 2 with National judging done in term 3 by teachers and the public at La Trobe University. High Distinction and Distinction winners for each year level are recognised at an Awards Ceremony run by the MAV.

## SCIENCE PROGRAMS

### *Australian Science Competition*

Able and talented Science students at all levels are encouraged to enter this Competition. Competitors receive special out of class assistance before the Nationwide test. High distinction, distinction, credit and participation certificates are awarded.

### *Seimens Summer Science Schools*

Able and talented students are encouraged to participate.

## HUMANITIES

- *Annual Geography Competition* offered to middle and senior years students.
- Variety of field trips offered to Geography students to extend their awareness of environmental and social issues.
- Excursions by Commerce, Economics and Legal Studies students that extend their knowledge of Victoria's financial and legal institutions, e.g. visit to Australian Electoral Centre, visits to courts.
- Sharemarket Game of Australian Stock Exchange for Year 11 Accounting Students and selected students.

## STUDENT LEADERSHIP PROGRAM

Viewbank College aims to provide ways for students to feel valued and to give them a sense of belonging through the student leadership program, the House system, Student Representative Council, and Junior and Middle school Councils.

### The College Captains

#### *Year 12 Captains*

There are 2 College Captains, one male and one female, who lead a board of 18 leaders, including 4 House captains. Music Captain, 2 SRC Captains (Male and female), Community Service Captain, Health & Wellbeing Captain, LOTE Captain, Debating Captain, Visual Arts Captain, Technical Support Captain, STEM Captain, Drama Captain, Student Voice Captain, Magazine Captain and Sport Captain. These leaders are provided with an opportunity to undertake leadership training to enable them to accept the responsibility of contributing to the overall running of the College. This program is designed to give all students a greater sense of ownership by participation in the College programs. It aims to provide role models for younger students and to give students a sense of responsibility for their fellow students. In order to develop and demonstrate their leadership skills, the leaders help organise and actively run Senior College Assemblies, as well as activities for the student body.

#### *Middle Years Captains*

There are 14 Middle Years Captains from Year 9. They work closely with the College Captains and are responsible for assisting at the Middle Years Levels.

The 14 Middle Years Captains comprise the 2 Middle Years College Captains (male and female), 8 House Captains (male and female), Debating Captain, Drama Captain, Music Captain and Student Voice Captain.

#### *Student Representative Council*

The Student Representative Council provides two students from each of the year levels with an opportunity to participate in the student leadership program. The SRC meets regularly and the aim is for students to have an opportunity to develop leadership skills in preparation for later roles in the College. Meetings are convened by the SRC Captains and the purpose is for the student representatives to discuss issues relating to improvement of the College environment and fund raising, both for College projects and charities. This group, in conjunction with the leadership team, helps organise and run significant events for the student body.

#### *Middle and Senior School Council*

These councils are designed to encourage form representatives from Years 7 to 11 to become more closely involved in student discussion and decision making in the College. The aim is for students at these levels to develop a broader understanding of the ideas and concerns of their peers which need to be fostered and addressed. These students are encouraged to develop confidence in communicating their ideas to the SRC and the College Captains. In addition this program offers opportunities for Middle and Senior School students to develop and enhance their leadership skills and to become involved in the wider school program. For Middle and Senior School students it is important to publicly affirm the importance of the contributions made by students at these levels in order to enhance their sense of belonging and commitment to the College.

## APPENDIX 1

### *Reporting of Student Involvement in Extension Activities*

Viewbank College has a policy of rewarding outstanding achievement and celebrating success at formal occasions. This is achieved by making written recognition in student semester reports and by making special presentations at formal gatherings.

Year Level Well-Being Leaders ensure that adequate recognition is given to students who participate in extension activities.

The following are used:

1. Student semester reports
2. Newsletter
3. Local Newspaper
4. College Assemblies
5. Level Assemblies
6. End of Year Awards Assemblies
7. Valedictory Dinner (Year 12)